

Highlights of the 2016 State Accountability Results

August 15, 2016

The public school accountability system in Texas allows for a comprehensive evaluation of district and campus effectiveness by using a framework of four indices that measure the quality of learning from different perspectives. Index 1 provides a snapshot of student performance across all subjects, Index 2 measures year-to-year student improvement, Index 3 emphasizes the academic achievement of certain student groups, and Index 4 emphasizes the importance of a high school diploma for success in postsecondary life. Additionally, distinction designations highlight achievement in specific areas by those districts and campuses that earn a *Met Standard* rating. Finally, system safeguards ensure that—in an aggregated district or campus report—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups.

The State of Texas

More than five million students were enrolled in Texas public schools in the 2015–16 school year, and they took more than eight million STAAR assessments in reading, mathematics, writing, science, and social studies. Of all tests taken, 75% met the phase-in satisfactory standard for 2015–16.

Districts (Including Charter Operators)

Of the 1,207 districts in Texas, 1,131 (93.7%) earned a rating of *Met Standard* or *Met Alternative Standard*, and 66 (5.5%) districts were rated *Improvement Required*. The remaining 10 (0.8%) were labeled *Not Rated*.

Campuses (Including Charter Campuses)

Of the 8,673 campuses in Texas, 7,667 (88.4%) earned a *Met Standard* or *Met Alternative Standard* rating, and 467 (5.4%) campuses were rated *Improvement Required*. The remaining 539 (6.2%) of campuses were labeled *Not Rated*.

Charters

Charter Operators

Of the 183 charter operators in Texas, 123 (67.2%) earned a *Met Standard* rating, 30 (16.4%) earned a *Met Alternative Standard* rating, and 22 (12.0%) were rated *Improvement Required*. The remaining 8 (4.4%) charter operators were labeled *Not Rated*.

Charter Campuses

Of the 629 total charter campuses in 2016, 384 (61.0%) earned a *Met Standard* rating, 97 (15.4%) earned a *Met Alternative Standard* rating, and 68 (10.8%) were rated *Improvement Required*. The remaining 80 (12.7%) charter campuses were labeled *Not Rated*.

Alternative Education Campuses (AECs)

Of the 388 AECs evaluated under the alternative education accountability (AEA) provisions, 245 (63.1%) earned a *Met Alternative Standard* rating, and 25 (6.4%) were rated *Improvement Required*. The remaining 118 (30.4%) AECs were labeled *Not Rated*, 9 of which are AECs of choice, 21 are dropout recovery schools, and 88 are residential treatment facilities.

Of the 388 AECs, 142 (36.6%) are charter campuses. Of these, 97 (68.3%) earned a *Met Alternative Standard* rating, and 3 (2.1%) were rated *Improvement Required*. The remaining 42 (29.6%) charter AECs were labeled *Not Rated*, one is an AEC of choice, and 41 are residential treatment facilities.

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Districts and Campuses Labeled Not Rated

Of the 1,207 districts evaluated, only 10 (0.8%) were labeled *Not Rated*. Of those, 8 (80%) were residential treatment facilities (RTFs), and two were not rated for other reasons.

Of the 8,673 campuses evaluated, 539 (6.2%) were labeled *Not Rated*. Of those, 409 (75.9%) were JJAEs, DAEPs, RTFs; 128 (23.7%) could not be rated because they did not have enough test results to meet minimum-size requirements; and two were not rated for other reasons.
